DOCUMENT RESUME

ED 214 904 SP 019 943

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TITLE Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision.
PUB DATE Mar 82
NOTE 37p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, March 20, 1982).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavioral Objectives; Education Work Relationship; *Evaluation Methods; Higher Education; Holistic Evaluation; Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; Student Teaching; *Supervisory Methods; Teacher Behavior; *Teacher Evaluation; *Teacher Supervision; Teaching Skills
IDENTIFIERS *Horizontal Evaluation

ABSTRACT

The effectiveness of horizontal evaluation for student teachers and their supervisors was explored through a qualitative analysis of three case studies. For the case studies, two of the supervising teachers were university-based, while the third was a secondary school teacher with no prior experience in supervising student teachers. The aim of the horizontal evaluation model was to expand the scope of evaluation so that supervision focused on linking educational theories and objectives to practice. The stated short term and long term goals of the student teachers were the basis for evaluation. Supervisors observed the student teachers for one lesson and discussed their observations with them in a conference. The supervisors were then trained in the use of horizontal evaluation and used the model to observe and critique four subsequent lessons for each of the student teachers. These lessons and the resulting supervisory conferences were videotaped to facilitate analysis both for the conferences and for the qualitative analysis of the case studies. Five themes emerged from application of the model. The analysis of the link between teachers' intents and practice received increased emphasis. There was a shift toward critically assessing instructional practice. A tendency to analyze practice in terms of holistic themes emerged. The valuative nature of teaching received increased attention. There was a movement away from supervisor-dominated agenda setting toward a greater balance between student teacher and supervisor initiation of discussion topics. (Authors/FG)

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Horizontal Evaluation: An Investigation Into an Approach to Student Teacher Supervision

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Paper Presented at the
American Educational Research Association Annual Meeting
New York City, March 20, 1982

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HORIZONTAL EVALUATION: AN INVESTIGATION INTO AN APPROACH TO STUDENT TEACHER SUPERVISION

The supervision of classroom teachers and the evaluation of their performance are matters of deep concern to educators. For both are tied to two burning issues confronting today's schools--the improvement of instructional practice and accountability to patrons. In this paper we report the findings of a pilot study which was undertaken to test the efficacy of a newly proposed model of teacher supervision and evaluation, horizontal evaluation.

This study represents the second of a four part agenda to develop, test, and refine horizontal evaluation. The first phase involved the development of the basic model (Gitlin, 1981). The second phase, the results of which are shared here, concerned the pilot testing of the model in three field applications. The third phase will take the form of a quasi-experimental test of the model's effects. The final phase will involve the application of horizontal evaluation in different settings (e.g., public and private schools, regular and special classrooms) and in varying social-structural arrangements (e.g., administrator-teacher, teacher-teacher).

The format of this paper will reflect the unfolding of this agenda through its first two phases. It will open with a discussion of the logic underlying the model and a brief description of the model itself. The paper will then turn to the description of the initial effort to identify the effects of implementing the horizontal model in field applications.

Existing Models

Whenever a new model is introduced the first question that must be answered is, why is a new model needed? Another way of phrasing that question is, what are the limitations of existing models? Two general themes have dominated recent thinking about the evaluation of teaching. One line of reasoning holds that knowledge about teaching is internalized or tacit and, therefore, difficult to transmit. This view of teaching has obvious implications for teacher evaluation, for one cannot reliably evaluate and explain what basically resides in the individual subconscious.

The second theme is reflected in performance-based and competency-based approaches to teacher training and evaluation. These approaches are rooted in two assumptions: that it is possible to identify the skills or competencies that characterize good teaching; and that evaluation of teacher performance should hinge on the assessment of the extent to which these competencies are manifested. Although the logic of this approach seems straightforward, it is plagued by at least three inherent problems. First, there is little agreement concerning the competencies that characterize good teaching (Tom, 1977). Second, there is the problem of determining whether or not a teacher possesses particular competencies. For, such judgments must be based upon the observation of teacher performance, the assumption being that behavior reflects the knowledge or skills of the person being evaluated. This assumption is problematic as it does not account for the possibility that other factors (e.g., structure of physical plant, interpersonal dynamics, formal rules and procedures) can influence observable behavior. Finally, competency-based approaches to teacher evaluation typically do not address the issue of the appropriateness of teachers' instructional intentions or the linkage of intent to practice.

The problems of the competency-based model and the notion that educational knowledge is tacit and thus cannot be transmitted, suggest the need to explore and develop other strategies of teacher evaluation. It was in response to this need that the horizontal teacher evaluation model was developed.

Horizontal Evaluation: Its Theoretical Roots

The aim of horizontal evaluation is to expand the scope of evaluation so that theory is linked to practice and the goals of educational practice become a central focus of the supervision process. It is rooted in three concepts--teaching as art, reflective understanding, and educational platform.

As already noted, existing evaluation models such as competency-based teacher education and evaluation focus on the acquisition or monitoring of specific technical skills or both. This perspective is challenged by Eisner (1979) who suggests that teaching may be appropriately viewed as art.

> It is in these four senses--teaching as a source of aesthetic experience, as dependent on the perception and control of qualities, as a heuristic or adventitious activity, and as seeking emergent ends--that teaching can be regarded as an art. (p. 155)

Eisner suggests that teachers, like artists, work with more than technical skills.

Dewey (1964) also argues for expanding the focus of teacher evaluation beyond the acquisition of technical skills. He describes the function of personal reflection in the wedding of theory to practice:

> . . . criticism should be directed to making the professional student thoughtful about his work in the light of principles, rather than to induce in him a recognition that certain special methods are good, and certain other methods bad. (p. 335)

Finally, Simon (1977) attempts to link theory and practice by applying the concept of educational platform through his use of the notions platform-espoused and platform-in-use.

> Espoused platforms are what students say govern their behavior. Platforms-in-use are inferred from actual behavior. (p. 581)

This concept draws attention to the set of principles from which a teacher derives both purpose and practice.

The horizontal evaluation model, then, represents a synthesis and application of these three concepts--teaching as art, personal reflection and educational platform.

The Horizontal Evaluation Model

In part, horizontal evaluation was developed by using analysis of art critiques to create techniques that would help student teachers expand the educational framework that would guide their practice and aid in the investigation of further ways to link theory and practice. In addition to the information gathered by videotaping art critiques, personal supervisory experiences and developmental theory were employed in constructing the horizontal evaluation scheme (Gitlin, 1981).

Steps in Horizontal Evaluation

Horizontal evaluation starts by having student teachers state their intents or goals before the lesson is observed. The goals are broken into short-term goals (for the lesson or the unit) and long-term goals (for a semester, academic year, or longer). Examples of short-term goals might be to:

> have Kris not disrupt class; try to have the whole class participate; go through the three concepts of the lesson; have students determine definition of _____.

Examples of long-term goals might be to:

> develop respect for me as a teacher; be able to be a friend and instructor; develop cooperation; have 80% of the children attain an eighth grade reading level.

Definition of Goals

After the long-term and short-term goals are stated, the supervisor and student teacher discuss them to make sure the goals mean the same thing

to both parties. The role of the supervisor, in terms of these goals, is to help the student teacher become more specific and clear about their meaning.

Observation of Lesson

The lesson is observed with emphasis on the goals of the student. This allows the supervisor to collect data which can point out the relationship between goals and practice and in certain cases help the student re-think and modify goals. The supervisor would also note practices not directly related to the student's goals, as this information can be used to expand the scope of goals or more fully to articulate existing goals.

Critique

The critique takes place after a lesson has been presented. It has two phases: (1) to analyze the relationship between student teacher intent and practice, and (2) to assess the student teacher's intent.

The analysis of the relationship between intent and practice. The basic information used to illuminate the relationship between intent and practice is the student teacher's short and long-term intents, and the observation of practice recorded by the supervisor (Figure 1).

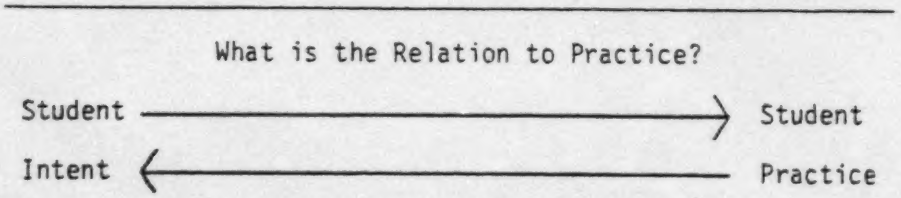

Figure 1.

In addition to recording the practices of student teachers, supervisors using horizontal evaluation may adapt any of three basic strategies to help student teachers reflect on the relationship between intent and practice.

Use a historical perspective. For example, if a student teacher is questioning whether he or she should use vocational activities in the classroom, the supervisor could point out that historically vocational education was introduced into the junior high school because special interest groups such as the National Society for the Production of Industrial Education (NSPIE) wanted prospective workers to come into industry with better skills (Stroumbis, 1969). The student teacher could then decide whether this historical intent fits his or her personal rationale, and what implications this would have for practice.

Provide alternatives to the student teacher's practice. Another method a supervisor can use to clarify the relationship between intent and practice is to provide alternative ways to approach practice. For example, the student teacher could be conducting a large group discussion in an attempt to meet some curricular intent. The supervisor could ask the student teacher how using small clusters of students could meet the student teacher's intent, or suggest a modification of intent.

Use language analysis. For example, a student teacher might preface an intent by saying, "Well you understand this is 'the low group,'" "the 'undisciplined class,'" or "these students are from 'bad families.'" The supervisor can respond to these statements by saying, "What do you mean by the 'bad family' and should that characteristic influence your goals for that group?" These questions help illuminate how the use of particular language may influence the rationale for various intents and practices.

Uses of historical perspective, alternatives, and language analysis may help to expand the ways one can illuminate relationships between intent and practice (Figure 2).

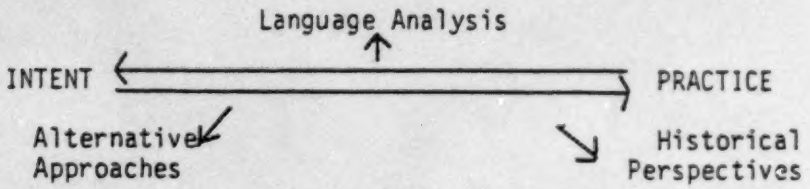

Figure 2.

The assessment of student teacher intent. Analysis of student teacher intent is done to avoid evaluation aimed simply at assessing the congruence between intent and practice. For in this situation a particular practice could be made congruent with an unjustified intent. The following are techniques which help student teachers re-think and modify intents:

Interrelationship between categories of intents. In questioning intents, the supervisor may analyze the congruence between long-term and short-term intents. For example, it is not unusual for a student teacher to want cooperation as a long-term intent, yet in the short-term to feel the need for a very structured class that might make cooperation difficult or impossible. The non-congruence between these categories of intent should encourage the student teacher to revise or produce new intents.

Relatedness of intent within a category. There may also be inconsistencies within long-term or short-term intents. A teacher may want all students to reach their potential and master a certain amount of work. However, the "low group" may not be expected to do such work and will be expected to misbehave. By pointing out contradictions in what the student teacher wants to do, the supervisor encourages re-thinking and modification of intents.

Both of the above strategies allow the supervisor to help the student teacher question and revise original goals (Figure 3).

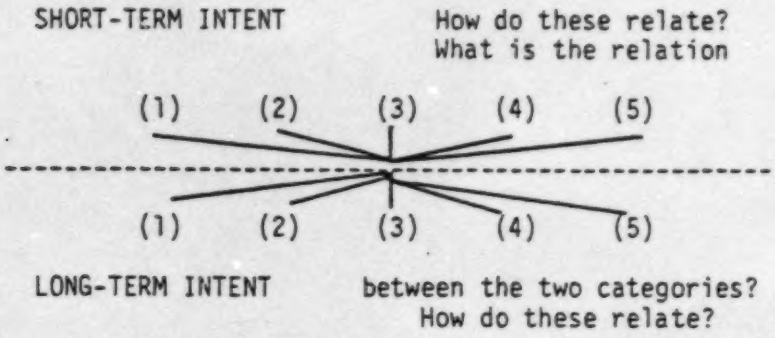

Figure 3.

Dilemma. Still another strategy for helping the student teacher re-think and modify intents is for the supervisor to create a dilemma which contrasts one of the student teacher's intents with a rationale for an opposing or different intent (Figure 4).

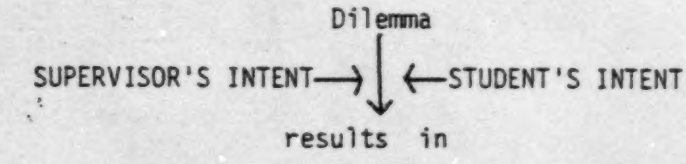

Figure 4.

This description of horizontal evaluation has provided a framework within which supervisors can encourage student teacher growth. Specifically, the techniques developed in this model aim: (1) to illuminate the relationship between intent and practice, and (2) to help student teachers' expand and question the goals that guide their practice.

Method

The present investigation involved the observation of teacher behavior, teacher intent, and teacher-supervisor interaction over time to determine

the effects of horizontal evaluation. Case studies have been used in a qualitative assessment of the model's effects.

Subjects. The subjects of the study were supervisors and student teachers. Of the three supervisors, one was a clinical assistant professor from the Department of Special Education, one was a teaching assistant from the Department of Educational Studies, and one was an adjunct instructor from the Department of Educational Studies, Graduate School of Education, University of Utah. The student teacher sample was comprised of one student seeking special education certification in the area of behavior disorders, one student seeking certification in secondary education, and one student seeking certification in elementary education.

Procedure. Data for this study were collected during autumn quarter, 1981 (September 29--December 18), at the University of Utah. Five supervisory conferences were video-taped for the case studies and, in addition, the student teacher lessons were video-taped to provide a reference for the conferences. The first conferences were video-taped with the supervisors using whatever method of evaluation they commonly practiced. Upon completion of the first session, the supervisors were trained to use horizontal evaluation by a member of the research team. The remaining four lessons and conferences were video-taped with the supervisors using the horizontal evaluation model. The audio portion of the tapes was then transcribed to facilitate analysis. Finally, documentary data were collected including: (a) student teachers' written intentions for each lesson, (b) supervisors' observation notebooks, and (c) supervisors' conference notes.

Analysis. The analysis of data occurred in three phases. First, each of the three members of the research team analyzed one case study. The relevant data were studied to identify themes that emerged in the supervisory conferences of one supervisor-student teacher set (Lofland, 1971).

Second, each of the three researchers then reviewed the analyses of the other two team members. This cross analysis was intended to provide a check on the validity of the themes identified by each team member. This was considered to be a form of triangulation (Guba, 1978).

Finally, the three members of the research team met and discussed the results of their analyses and cross analyses of the three case studies. Those themes upon which a consensus developed were retained as the findings of this study.

Rationale for Qualitative Analysis

The rationale for using a qualitative method of analysis (specifically case studies) for this investigation can be justified in terms of the nature of the research question.

As discussed earlier, horizontal evaluation was developed in response to deficiencies in competency and tacit knowledge approaches to evaluation. However, until the present investigation, there has been no reported evidence to demonstrate its usefulness or ability to go beyond existing teacher evaluation models. This study was an exploratory investigation into the effects of horizontal evaluation upon teacher evaluation. Given the constructs of horizontal evaluation (described above), it is fitting that the utility of the model was considered in light of teaching as an art, reflective understanding, and educational platform. Because these constructs are subject to considerable variation among subjects, the effects of the model (particularly unanticipated effects) would have been difficult to quantify. Hence, a case study approach was utilized because it fit the investigators' purpose of using an analysis that was sensitive to even the most subtle changes in student teacher behavior or supervisor behavior or both. Since case studies communicate the specifics of situations, they enabled the researchers to detect emerging themes within

a single case and between multiple cases. For example, when judging the effects of horizontal evaluation, the present investigators were conscious that certain anticipated effects might occur in each case (e.g., a growing relationship between the teacher's intents and practice). However, there was considerable interest as to the manner in which these effects would come about, and whether any similarities would exist across cases. The descriptive density of the case studies made this analysis possible, where other methods could only determine whether a prespecified effect had or had not occurred. In addition, the specificity of case studies allowed the researchers to discover themes or effects heretofore unanticipated. By carefully studying the transcripts in this investigation, certain themes emerged across cases which would have gone undetected by other less detailed analyses.

It has been our intention to use a tightly woven net in order to catch even the smallest movement in supervisor and student teacher behavior, and thus, enable us all to experience the evaluation process together.

The Case Studies

Our analysis of the three case studies uncovered five themes that characterized the application of the horizontal evaluation model. Three themes--a focus on the relationship of intents and practice, the development of a critical perspective, and the development of wholistic analysis--emerged in all three cases. The remaining two themes--clarification of the valuative nature of teaching and agenda setting--were manifested in two cases.

Before moving to the analysis of the case studies let us turn our attention, briefly, to factors that could potentially bear on the results of this study. In analyzing the impact of any supervisory model it is important to consider both the background of those using the model and the context

in which the application occurs. To that end we will now provide brief descriptions of the supervisors and the settings in which they applied horizontal evaluation.

The supervisor in case one was a clinical assistant professor in the Department of Special Education at the University of Utah. She* had supervised student teachers for nine years. The student teacher was seeking certification in the area of behavior disorders. Her placement was a self-contained classroom for behavior handicapped children in a regular elementary school.

In case two the supervisor had no previous experience supervising student teachers. He had taught in a private school for several years and was employed at the University of Utah as a teaching assistant at the time of the study. When first approached about participating in the study, this individual expressed relief that some guidelines would be laid out on how to supervise. He also indicated that in spite of his teaching responsibilities the supervision of student teachers was his highest priority. The student teacher in this case was seeking a secondary teaching credential. His placement was a dual one. He was observed teaching in both a conventional, literature class and a class that was part of an alternative program. Both classes were taught in the same high school.

Several factors set the third case apart from the other two. The University of Utah has established Professional Development Centers in several cooperating schools. A major dimension of this program is the supervision of student teachers by experienced teachers on the staff of host schools. That was the situation which existed in the present case. The

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*The authors are aware of the inappropriateness of using sexist language in professional writing. However, the terms she/her and he/him reflect the true gender of the subjects while maintaining their anonymity in the case studies.

supervisor had several years of successful teaching experience. However, she had no prior experience supervising teachers or student teachers. She also had to operate under severe time constraints. This was due to her having to fit her supervisory responsibilities into her teaching schedule. The student teacher in this case was seeking an elementary teaching credential. Her placement was in a regular classroom in an elementary school.

The supervisor and student teacher talk will be identified in the case analysis in the following way: case one, case two, and case three and the conference number (e.g., 1-5) in which the conversation occurred.

Intent and Practice

One theme that emerged in all three case studies was the development of a focus on the relationship between intent and practice. This theme is concerned with the attention paid by a supervisor and student teacher to the nature of the relationship between the student teacher's intent, the purposes of instruction, and practice, the actual behavior manifested by the student teacher. In analyzing the three case studies it became apparent that this relationship drew increased attention in each case.

In case one this theme was reflected in a broadening of the scope of factors explicitly applied by the student teacher to the analysis of intents and practice. In the early conferences she analyzed her teaching based upon each lesson in isolation. By the final conference she had begun to expand her thinking to consider the focus of the lesson in relation to the students' lives outside of the classroom and the school:

> Student Teacher 1: . . . I just want them to be aware of some things they could do if they were embarrassed, or if they wanted to take control. . . . And they should start developing their own values. (Case 1, Conference 4)

The shift towards an increased focus on the intent-practice linkage was very apparent in case two. In the first conference the topics discussed

involved explanations of philosophy or critiques of practice. Never was student teacher two's philosophy related to his practice. In all other conferences explicit attempts were made to relate his educational aims to practice. For example:

> Supervisor 2: I've gone through your long-range and your short-range intents. And as you were going through your lesson today I jotted down some notes to see how they correspond to your long- and short-range intents. (Case 2, Conference 2)

> Supervisor 2: These are some of your long-range intents, do these fit in with the classroom setting? (Case 2, Conference 3)

In addition to pointing out the relationship between educational aims and practice, supervisor two helped the student clarify and re-think educational aims while using horizontal evaluation. When the student teacher stated that he did not want to be a policeman or babysitter in the classroom, the supervisor asked him to clarify what he meant by those terms. When the student teacher stated that one of his long range intents was to be a resource person, the supervisor helped him understand the variety of ways a teacher could take on that role. When the student teacher said he wanted to be a friend to the students, the supervisor queried him on what it meant to be a friend in the classroom.

The clarification of educational aims is an important prerequisite in understanding the relationship between theory and practice. As one's educational aims become clearer it is easier to point out the congruence between these aims and practice.

The intent-practice theme was also clearly manifested in case three. During the first supervisory conference, supervisor three tended to ask questions that were rooted in either student teacher three's descriptions of what had occurred during the lesson or her own observations. For example, the following interchange occurred in a discussion concerning the noise level that existed during the observed lesson:

Student Teacher 3: It was a little bit, a little more noisier than normal.

Supervisor 3: Is that the entire group or the small group you worked with?

Student Teacher 3: The small group we worked with. I think they were a little excited with the cameras. So, I expected that. I thought it was normal for what was happening.

Supervisor 3: What about the rest of the class? (Case 3, Conference 1)

In subsequent supervisory conferences, there was a noticeable shift in the questions raised by the supervisor. While many of her questions remained rooted in either the student teacher's or her own observations, she began to ask questions aimed at linking the student teacher's performance to her stated intentions. For instance, note the basis for the following line of questioning pursued by the supervisor:

Supervisor 3: Is that one of your goals, to have interesting lesson plans?

Student Teacher 3: Yes, I want to make learning as interesting and as fun as possible for kids.

Supervisor 3: Do you think it was fun for them today? (Case 3, Conference 3)

There was an additional element in the intent-practice theme which was apparent in case three. That element was the recognition of implicit intentions which were given expression by the teacher's behavior. Note the following dialogue:

Student Teacher 3: We can get more from a large group than we can from a small group. We need to practice that a little bit more.

Supervisor 3: Do you think that part of it is practice?

Student Teacher 3: Yes, first they need to learn some grouping skills, discussing skills.

Supervisor 3: Would you say that that would be another short-term goal that you would like to work on with them . . . ? (Case 3, Conference 2)

It seems that the application of horizontal evaluation not only leads to the analysis of a teacher's pre-established intentions and their relationship to practice but can also contribute to the recognition of intentions that are unstated but are nevertheless the bases of a teacher's instructional practice.

This finding, that the application of horizontal evaluation results in an emphasis on the relationship of intents to practice, has several implications. The primary one is that horizontal evaluation seems to contribute to the development of students of teaching, teachers who make instructional decisions based on knowledge of the implications of practice.

The other implications involve specific, operational examples of just how horizontal evaluation contributes to this development. First, it seems to lead both supervisors and teachers to treat teaching as more than a technical activity. By focusing on intentions, horizontal evaluation can lead to the recognition of the valuational and attitudinal bases of instructional practice. Second, the use of horizontal evaluation apparently contributes to the assessment of the relationship between short-term and long-term intents and practice. Such assessment should result in an improved understanding of the continuity of a teacher's intentions and practice over time. Finally, the attention that horizontal evaluation causes to be given to explicit intents seems to result in the identification of implicit intents. This, it would seem, would lead to the development in teachers of a greater sensitivity to the powerful influence exerted by beliefs and attitudes, even when not explicitly stated, on practice.

Critical Reflection Versus Description

A theme strongly represented in all three cases was the growing use of critical reflection as opposed to basic description. Simply stated, critical reflection refers to a process of evaluation which leads to an analysis of one's intents and subsequent practice. Description refers to an explanation of practice or rationale or both without the aspect of evaluation.

The salient point embedded in this theme was the skill of the supervisors

to encourage the student teachers to move beyond a description of intent or practice in isolation, to critical reflection which utilizes the element of evaluation.

The following examples contrast the descriptive (and literal) approach used by the supervisors and student teachers before employing horizontal evaluation with the process of critical reflection which grew out of using the horizontal model. The first exchange took place between the supervisor and student teacher in case study one.

Note the supervisor's use of description to convey a predetermined approach to practice.

> Supervisor 1: Okay, if you're focusing on the practice then, I think you should establish a set way to do it so that the timings will be consistent . . . you just flash the cards and just have them give you the answer . . .
>
> Student Teacher 1: Yeah, I'd like them to just say it. I can review that . . . and tell them that will speed it up, if they just give the answer. (Case 1, Conference 1)

While this advised procedure may be effective, it gives precious little opportunity for student teachers to generate the idea for themselves. Contrast this descriptive approach then, with the following example of critical reflection:

> Supervisor 1: Is there something you could do in terms of their evaluation, where they can take some responsibility for evaluating their own work? . . . What do you think about the idea of having them evaluate whether they were either higher or lower than the previous day?
>
> Student Teacher 1: All I've done so far is have them make a copy of the cards when they start on them. And then I would say 'take these home and work on them.' I don't think they're carrying through on that. So really all I do here is just see how they do from day to day. And that's not the best way. (Case 1, Conference 2)

It is evident in the second exchange that the evocative approach of the supervisor enhanced the opportunity of the student teacher to be critically reflective, and enabled her to question the congruity between intent and practice. The earlier descriptive approach tended to be directive and therefore allowed, essentially, no opportunity for critical reflection from the student teacher.

The second example is taken from case study three and gives evidence of a shift in the analytical mode employed by the supervisor and the student

teacher. Early in the study, the supervisor and student teacher tended to analyze the student teacher's performance in descriptive and literal terms. Typically, the supervisor would ask a question about something she had observed and the student teacher would describe what had happened. In later supervisory sessions, the tone of the exchanges between supervisor and student teacher was often more reflective and interpretive. Note the difference in the following exchanges. The first occurred during the initial supervisory conference.

> Supervisor 3: Do you think they understood the concept of the lesson you were going over?
>
> Student Teacher 3: I think they were answering and doing things that I wanted them to do, that I had intended for them to do. Because I just wanted them to bring their own experiences and tie them into what might happen in the story. And draw from past experiences to bring it to the story in using--maybe inferring what might be happening. (Case 3, Conference 1)

The second exchange occurred during the fourth conference.

> Supervisor 3: So, maybe more of a specific goal is that they (the students) would teach each other, they would share?
>
> Student Teacher 3: Yes, draw from past experiences, draw from their own background. Because these kids learn a lot of things out of the school that they don't need to have lecturing here. They have other experiences. Each person has touched something else that they can share with us that I don't know. And their information is going to be worth a lot more than what I could say, that I read from a book. (Case 3, Conference 4)

Although both exchanges dealt with precisely the same issue, the tying of students' experiences to a lesson, the difference in the teacher's responses is striking. In the first she simply described what she did. In the second she reflected upon and explained not only what she did but why she did it.

As in case study one, there are indications that the supervisor in case study three also adopted a more reflective approach in her questioning. Again, the comparison of two exchanges, both of which dealt with classroom management, was telling. The first occurred during the first supervisory conference.

Supervisor 3: Do you think the group was easier to manage today because Stacy wasn't in it?

Student Teacher 3: Yes, yes, it was easier. I think so. (Case 3, Conference 1)

Consider the difference between the previous approach and this, used by the supervisor during the second conference.

Supervisor 3: Do you think that you've had an attitudinal change? Your attitudes changed so that the way you've done things has changed?

Student Teacher 3: I changed a lot in discipline. Probably too, my attitudes changed because I felt like I had a chance after Stacy and Glena left, I thought, oh good, I've got a chance now. So go ahead and try, you know, something with the whole class . . . (Case 3, Conference 2)

In this second exchange the supervisor pushed the student teacher to consider the effects of a change in her own attitude on classroom discipline. This was important, for it took the student teacher one step, albeit a small one, closer to the realization that teaching is as much a product of a teacher's beliefs and attitudes as it is a function of external factors.

This example from case study three provides a lead into the philosophical context of case study two. The exchanges in case study two demonstrate the importance of critical reflection in tying philosophical positions to practice.

In the following exchange, the student teacher noted that he did not want to be a "policeman" in the classroom. Rather than accepting this descriptive statement, the supervisor related the student teacher's philosophical position to practice.

Supervisor 2: I noticed that you were there and you seemed to know what was going on all around the room, you were scanning and you seemed to know what was going on. How is that different? How is being aware to you different from being the policeman? (Case 2, Conference 2)

The student teacher replied that being aware is not policing and helps him guide the class. But then the supervisor asked:

> Supervisor 2: What about when things start getting out of hand? Let's say you've got a group over there that's talking. Is that being a policeman? (Case 2, Conference 2)

By pressing further, the supervisor encouraged the student teacher to be critically reflective of practice. At the end of this conversation the student teacher realized that some aspects of his practice imply he is being a policeman:

> Student Teacher 2: (If things get out of hand) I just tell them to stop. If they don't then they drop the class the next term. And they fail their grades. I know that's being a policeman. (Case 2, Conference 2)

By pointing out the relationship between practice and the student teacher's philosophical framework (which was stated in a long-term intent) the supervisor helped the student teacher become critically reflective about practice.

In summary, horizontal evaluation precipitated a movement away from simple description towards critical reflection in all three case studies. Supervisors became unwilling to accept descriptive explanations, and instead pushed for analyses that promoted critical reflection. This enabled the student teachers to evaluate their practice and the congruency of intents related to practice. By encouraging reflection in their students, it follows that the supervisors became more reflective in their questioning. This led the supervisors to become increasingly evocative and less directive in dialogue with their student teachers.

The implications of this theme are couched in the fact that supervision impacts upon one's teaching career for but a short period of time, thus having student teachers thoughtfully analyze their practice and philosophical frameworks encourages them to become their own "supervisor." A model of supervision which only describes teaching, even if the descriptions are correct, does not really prepare teachers to consistently promote their own development. Horizontal evaluation in all three cases, facilitated the growth of each student teacher to approach teaching in a critically reflective way.

Wholistic Analysis of Teaching

Teaching occurs wholistically in practice. The role of the teacher is not totally separated from questions about the curriculum or the attitudes students develop. When supervisors use a wholistic analysis they can point to the connections between various aspects of the educational process. These connections can be clarified within a single conference or as a theme that runs through several conferences, or both.

Since the first supervisory conference in these case studies was being compared to the final four, it was impossible to see if supervisors not trained in horizontal evaluation (the first conference) would illuminate the connections between the various aspects of the educational process over a period of several conferences. What became apparent in the initial conferences was that the supervisors would start on a topic and proceed through their lists of priorities. Rarely were connections pointed out between aspects of the educational process. In the first conference of case study two the supervisory talk included discipline, repeating right answers, staying on-task, individual differences, and relevance. Although these topics were all presented in interesting ways, the supervisor provided few insights in clarifying how, for example, individual differences may impact on discipline or how relevance can be a way to account for individual differences. When supervisors used horizontal evaluation there seemed to be a dramatic increase in the supervisors' clarification of the connections between aspects of the educational process.

In case study three one of the student teacher's long-term intents was to involve students in the teaching of lessons and drawing on their own experiences in life. Because this was a long-term intent which remained consistent through the research study, the supervisor and student teacher analyzed teaching practices in several conferences around this theme:

Student Teacher 3: I would try to draw Allison in a little bit more. Maybe ask her the questions. Try to get her to talk a little bit more, I think. I don't know how I can get her to draw on her own experiences . . . (Case 3, Conference 1)

Student Teacher 3: They need to wait until the other person has finished talking before they can talk, or that they need to listen to other people . . . I think that it's working. When somebody says something now, they're picking up on it . . . (Case 3, Conference 2)

Student Teacher 3: One of my goals is kind of like--I want the kids to kind of teach themselves, rather than me doing all the talking. I want the kids to bring out their own information. That's why I ask questions. (Case 3, Conference 4)

By establishing a long-term intent the supervisor was able to show how various practices in several different conferences affect the stated intent. In essence, the long-term intent provided a theme which encouraged a wholistic analysis of teaching.

In case study one not only did the long-term intent provide a theme that ran through several conferences but the long-term intent was related to the short-term intents stated for the lesson or unit. In this example, the long-term intent involved the independence of special education students:

Supervisor 1: Okay, so then your long-term is to get the students to grade level . . . And then your short-term would also be your long-term--is to get them on grade level . . . And then ultimately, hopefully, to return them back into the mainstream and be able to succeed there. (Case 1, Conference 2)

Supervisor 1: Would you say that you'd like to have them do it as independently as possible? Meaning long-term, not just independently in this math . . . but to be independent people? (Case 1, Conference 3)

Supervisor 1: . . . that's good J. At least you've thought ahead for the time when they will leave you for the regular classroom . . . Some people don't think beyond that and so they allow a lot of the behaviors and dependency and whatever else . . . (Case 1, Conference 4)

Supervisor 1: So then one of your long-term goals is independence . . . And then--so in this particular one you were showing them an instance in which they can take control of their lives? . . . did you feel that you could see some objectives that you are working towards--some additional ones that you might want to have next time? Such as that something you're working for--independence and so on? (Case 1, Conference 5)

By focusing on this theme, the supervisor not only clarified this intent but also established how practices impact on the intent. This helped the student teacher see connections between various aspects of the teaching process, i.e., a wholistic analysis of teaching.

In case study two themes were established, such as being a friend, which were analyzed in relation to various practices occurring in several conferences. Connections were also pointed out between issues within a conference. For example, in the third conference the supervisor started by asking the student teacher how the lesson went. The student teacher mentioned a group of students who were causing problems. After a brief discussion of who was in this group, the supervisor tried to link the student teacher's description of practice to his earlier intents. What this allowed the supervisor to do is see how some of the everyday practices in various classes impacted on the student teacher's intents:

> Supervisor 2: What I'd like to do is go through some of your earlier intents and see how they fit in with your college prep class. Looking at some of the things that happened in the lesson plus some of the things that go on everyday. Okay. The first one says that students will cooperate with me, not only in my capacity as instructor but as a friend as well. (Case 1, Conference 3)

The conversation that followed indicated that the student teacher felt his role should be different with the college prep class than the students in the alternative class. This became a basic theme for the third conference which was used to point out how aspects of the teaching process such as the number of students in a class, grades, type of assignments given, and structure of the class impact upon the stated goal.

By identifying long-range intents not only can these be the focus for wholistic themes within a conference but the supervisor is more likely to repeat these themes as they apply to past and future practices of the student teacher. Because long-term intents are a basic component of horizontal

evaluation it seems likely that the model promotes a wholistic analysis of teaching.

The inclusion of a wholistic analysis in a supervisory conference gives student teachers a more realistic understanding of the teaching process. Viewing teaching from this perspective allows the student teacher to more accurately analyze the actual problems, limitations, and opportunities inherent in the teaching process.

Clarifying the Valuative Nature of Teaching

The fact that teaching is a valuative process is quite evident. The use of standardized tests to group students, the role given to students in determining the direction of the curriculum, the role of the teacher in terms of classroom management, and the selection of particular types of knowledge are examples of educational issues that have value implications for teachers, students, and society.

In reviewing the first conference of the three case studies there was not a single instance where the supervisor tried to explicitly clarify or question the value orientation of an educational aim or practice. Although the use of horizontal evaluation did not dramatically increase the amount of supervisory talk about the valuative nature of teaching, this type of issue was raised several times.

In the second case study (conference 2) the supervisor was investigating one of the student teacher's long-term intents: students will learn to take responsibility for homework and their acts. Specifically, the supervisor asked the student teacher:

> Supervisor 2: How does that (grades) fit in with your fourth intent--that students will learn to take responsibility for homework and their acts? (Case 2, Conference 2)

In the discussion that followed the student teacher was asked to decide if he was using grades as a "club" or did grades really fit in with the concept

of students taking responsibility for their own acts. Although a definitive decision was not reached, the student teacher was encouraged to explore the valuative nature of giving grades.

Later in the same conference the supervisor and student teacher were comparing how the student teacher's role (stated in a long-term intent) related to the goals of the alternative school program (S.T.E.P.)*:

> Supervisor 2: Is that (your role) what S.T.E.P. is all about? Is it to keep them there so they graduate? Is that the intent of the program? (Case 2, Conference 2)

The student teacher replied that keeping students in school to graduate is one of the goals of the program. The supervisor pushed the student teacher a little further:

> Supervisor 2: Does it (the program) have some kind of a value above and beyond that (keeping students in school)? (Case 2, Conference 2)

In exploring this topic the supervisor related this question back to a possible long-term intent:

> Supervisor 2: What would be your long-range goal, your long-range mastery expectation that you would like to see students leave your class with in terms of subject matter? Now, you mentioned write a sentence, you mentioned find books and different things. You know . . . now I know that S.T.E.P. would be different from your other classes but say for example with S.T.E.P. . . . what would be the minimum expectation? (Case 2, Conference 2)

In this example the supervisor focused on the student teacher's long-term intents (and ones he might consider) and clarified the valuative nature of the teacher's expectations and perceived role in the school.

In conference four of case study two, the supervisor and student teacher were exploring an incident in which the student teacher reacted "very intensely" to a particular woman in the class. Instead of suggesting a technique which would have resolved this "intense" situation the supervisor explored two valuative questions which might clarify and expand the student teacher's long-term intent about his role as a teacher. The first question

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*Student Teacher Evaluation Program

was to analyze if the reaction was a result of sexual identity:

> Supervisor 2: Do you find boys act differently or forget more quickly than girls? Are they more sensitive or do you read it about the same? (Case 2, Conference 4)

The second question analyzed if the "intense" reaction was a result of the student teaching losing his sense of power:

> Supervisor 2: Did you feel in any way threatened or that your authority was threatened, that there was a power struggle going on when the incident took place? (Case 2, Conference 2)

Both these questions explored the valuative nature of educational decisions.

Another valuative question discussed in the same conference was presented by analyzing how the student teacher was accomplishing in practice one of his stated long-term intents:

> Supervisor 2: Now, as a long-term intent you stated that "students will feel comfortable enough to question me on anything. Especially on the work and my specialized experiences as a person in life." How do you foster that in your class? How do you see what you do daily in S.T.E.P. as fostering that intent? (Case 2, Conference 4)

By asking this question, the supervisor was exploring how a valuative position which might be characterized as openness to students, affected a teacher's everyday educational decisions.

Valuative questions were also raised in case study one. In one instance, the supervisor helped the student teacher reflect upon one of her long-term intents of teaching which was to have students develop necessary social skills which will enable them to return to the regular classroom setting. The student teacher responded to this questioning by saying:

> Student Teacher 1: Well I thought, there's a social implication . . . that's going to help them get along with other kids. And if they do go back into their regular classrooms, they won't be offensive, or they'll fit in better. (Case 1, Conference 5)

The student teacher's reflection on this intent enabled her to consider the valuative nature of one of her educational aims.

In another example of supervisory talk the supervisor questioned the student teacher's practice by using language analysis:

> Supervisor 1: . . . when you talked about a comb for the boys and a hair brush for the girls, were you trying to distinguish that boys use only combs?
>
> Student Teacher 1: I guess I just thought if you can't get a comb through your hair, you need a brush. And boys usually wear their hair shorter. But, no, there was no reason to do that.
>
> Supervisor 1: There are a lot of men who brush their hair. We have to watch the sexist statements that we make in the classroom, too. So I think you might want to look at that. (Case 1, Conference 5)

The clarification of sexist language pointed out how this language can have value implications for educational practice.

In the examples given, the supervisor helped clarify the valuative nature of teaching. But can this supervisory talk really be attributed to horizontal evaluation or is this simply a matter of the particular perspective of a supervisor? Surely the perspectives of supervisors greatly affect the questions they ask. Yet it is clear that in all the examples the discussion focused around either long-term intents or language analysis, both of which are unique to the horizontal evaluation scheme. Because long-term intents and language analysis incorporated valuative statements their use in the horizontal evaluation scheme encouraged the clarification of the valuative nature of teaching.

The implications of clarifying the valuative nature of teaching are two-fold. First, teachers will have a greater awareness of how practice and educational goals affect the attitudes and opportunities of students and the normative structure of our society. Secondly, with this increased awareness, teachers may be in a better position to use their own "philosophical screens" to direct the educational process in a desired direction. Although this will not assure a more equal and just society, it will bring some of the hidden curriculum to the surface.

Agenda Setting

The final theme that emerged from our analysis of the application of horizontal evaluation is agenda setting. This theme is concerned with whether it is the student teacher or the supervisor who determines the issues discussed during a conference. In two of the three case studies we found that there was a distinct shift away from supervisor dominated agenda setting towards a greater balance between supervisor and student teacher initiation of discussion.

In case one, agenda setting patterns were clearly affected by the supervisor's previous experience. Prior to being trained in horizontal evaluation, supervisor one used a competency based evaluation approach which tended to generate an agenda based upon predetermined competencies and behavioral objectives. This appeared to have precipitated two points. One is that the conference became narrowly focused upon the objectives and activities of a specific lesson and seems to have precluded the opportunity for wholistic analysis described as theme number three. A second point is that the conference took on an authoritative air in which the agenda was generated solely by the supervisor and the student teacher became a respondent to prescribed questions and receiver of prescribed solutions. For example, the first conference began in the following manner:

> Supervisor 1: Let's go over your lesson plan for today, see what you're going to be teaching.
>
> Student Teacher 1: Today I thought I would do something on social skills, and the lesson I chose was sharing with others and working together cooperatively. Do you want me to go over the whole thing?
>
> Supervisor 1: What are your objectives for today? (Case 1, Conference 1)

It is evident that the supervisor had a technical focus in mind and wanted the conference to follow a predetermined agenda. In contrast,

consider the more open and flexible approach to agenda setting when horizontal evaluation was used.

> Supervisor 1: Okay, before we begin, how do you feel about the lesson today? (Case 1, Conference 2)

> Supervisor 1: Let's see what our goals were for today, and our objective, and take it from there. What are some of the long-term things that you had in mind in accomplishing? (Case 1, Conference 3)

These examples demonstrated a willingness on the part of the supervisor to consider the feelings of the student teacher and allowed for questions and agenda items to be generated by the student teacher on a more equal basis.

The shift from supervisor dominated agenda setting to a more shared approach was, perhaps, most clear in the second case study. In the first supervisory conference the issues that were discussed were raised exclusively by the supervisor. For example, supervisor two started the conference by saying:

> Supervisor 2: I guess what I want to do is go through the two major categories of classroom management lesson objectives. Let's start with the classroom management idea. (Case 2, Conference 1)

After a discussion of classroom management supervisor two then guided the conference towards a discussion of repeating right answers, students staying on-task, how much homework is okay, how do you account for individual differences, and finally expectations for different classes of students. In all these cases, at the conclusion of the previous topic, the supervisor asked a question that focused the next part of the conference. The student teacher could expand on the topic discussed but had no direct influence in setting the agenda of topics discussed.

In the final four conferences, in which supervisor two used horizontal evaluation, there was a greater balance between the supervisor and student teacher in terms of setting the agenda for the conference. The supervisor typically started the conference not with a statement of what would be the first topic, but rather with a question.

Supervisor 2: I guess first of all, I'd like to know how you thought the lesson went, how would you evaluate it? (Case 2, Conference 2)

This self evaluative approach, which is a desired aim in horizontal evaluation, allowed the student teacher to determine the initial focus of the supervisory conference. This type of self evaluative statement was followed in most of the conferences by an analysis of the student teacher's intents.

Supervisor 2: That was one of your first long-range intents. What I'd like to question is what you meant by being a friend to the students. (Case 2, Conference 1)

The analysis of long-term intents, which is a central aspect of horizontal evaluation, allowed the student teacher to determine, to some degree, the focus of the supervisory conference. In this case, a large percentage of the conference was spent clarifying and analyzing the implications of the student teacher's long-range intent: being a friend to the students.

Although the supervisor using horizontal evaluation can set quite a few of the agenda items by asking probing questions and utilizing the student teacher's intents, this model allowed a more balanced input in selecting the agenda for the conference.

This observed shift towards a greater balance in agenda setting has several implications. First, it suggests that the application of horizontal evaluation can assist a supervisor to help a teacher to understand and improve in areas that the teacher thinks are important. If the supervisor sets the agenda for a conference, the resulting understanding and improvement might have little impact on the teacher's practice. For, the focus of the conference might have some areas that the teacher believes to be irrelevant. Although there are many occasions when it is important for a supervisor to focus on a particular topic, it is also beneficial for teachers to gain insights into areas in which they are most interested.

A second implication of the agenda setting theme is that horizontal evaluation may contribute to the flexibility and degree of spontaneity of an evaluation conference. This can occur along two dimensions. Horizontal evaluation can cause both a supervisor and teacher to move beyond a narrow and rigid technical focus by encouraging the consideration of a broader set of factors. Additionally, it can help to overcome the typically hierarchical tone of evaluation conferences. Such openness, we found, allowed student teachers to generate questions and issues which facilitated the dialectical exchange between themselves and their supervisors, and the generation of mutually derived solutions.

Conclusion

The analysis of the three case studies indicated that horizontal evaluation changed the priorities of the supervisory conference. The most significant change was that teaching was analyzed as the relationship between educational aims (intents) and practice. In pointing out this relationship, student teachers were encouraged to make their intents more explicit, see relationships between short-term and long-term intents, better understand the intentions embedded in practice and view teaching as more than a technical activity.

Student teachers were also encouraged to not only describe practice but also critically analyze it. This critical perspective served as a model teachers could use in future situations to become their own "supervisors." A critical perspective also clarified how teacher's beliefs and attitudes affected their practice.

Horizontal evaluation provided a wholistic analysis of teaching. This enabled the supervisory conferences to not only investigate the observed events independently, but include an analysis which pointed out connections

between aspects of the teaching process and linked past and future analyses of teaching.

Student teachers who were included in the horizontal evaluation scheme had a significant input in setting the agenda for the supervisory conference. A greater balance between student teachers and supervisors in terms of setting the conference agenda not only provided a more flexible conference structure, but also a less hierarchical and defensive attitude between the supervisor and student teacher. This attitude increased the likelihood that the student teacher would utilize the "supervisory talk" in making future educational decisions.

A final aspect of the supervisory conference affected by the use of horizontal evaluation was the illumination of the valuative nature of teaching. Although these types of issues were only included in two of the three case studies, their mere existence showed a change from the conferences that did not use horizontal evaluation. Since schools do not exist in a vacuum, and are affected by the political and ethical norms established in a particular culture, it is important for teachers to understand and react to these valuative influences.

Although horizontal evaluation changed the priorities of the supervisory conference in the above mentioned ways, there were noticeable differences in the magnitude of these changes between the case studies. One way to explain these differences was to look at the perspectives of those using the model.

In case study two, the primary responsibility of the supervisor was supervision. Furthermore, the supervisor was well prepared for the conferences (i.e., he had carefully reviewed intents and took concise notes about practice) and usually took an hour to discuss issues. The supervisor

in this case study was also open-minded and desired the explanation of a supervisory model. Finally this supervisor seemed to follow the guidelines of horizontal evaluation very closely. Given this perpsective, it was not surprising that the greatest magnitude of effect occurred in case study two.

The perspective of the supervisor in case study two can be contrasted with the perspective of the supervisor in case study three. In this situation, the supervisor's primary responsibility was being a public school teacher. Supervision more or less had to be taken on as an extra responsibility. Furthermore, because of scheduling restraints the length of the supervisory conference was limited to twenty minutes. Although this supervisor made a strong effort to use the model, the limitations in discussion time and conflicting responsibilities limited the effectiveness of the model.

Case study one fell somewhere in the middle in terms of magnitude of change. The supervisor in this case study viewed work with student teachers as a primary responsibility. This supervisor was also very open to the use of horizontal evaluation. One limiting factor in this case was the competency orientation that directed both supervisors and student teachers in the preparation program. Consequently, although the supervisor and student teacher both showed significant growth in all five themes, the short period of time in which the model was used (eight weeks) did not allow for a dramatic change away from the competency orientation.

What this analysis of supervisory perspective suggests, is that for horizontal evaluation to be most effective the supervisor must take supervision seriously, have a structure which allows enough time to discuss issues in detail, see the worth of using the model, and use the model for a significant duration so that previous perspectives do not dominate some of the model's potential benefits.

The authors wish to express their gratitude to Ms. Linda Magleby, Ms. France Rimli, and Ms. Karen Wiley for typing the initial drafts of this manuscript, and to Ms. Marilynn Howard for typing the final draft.

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